

# CURRICULUM GUIDE

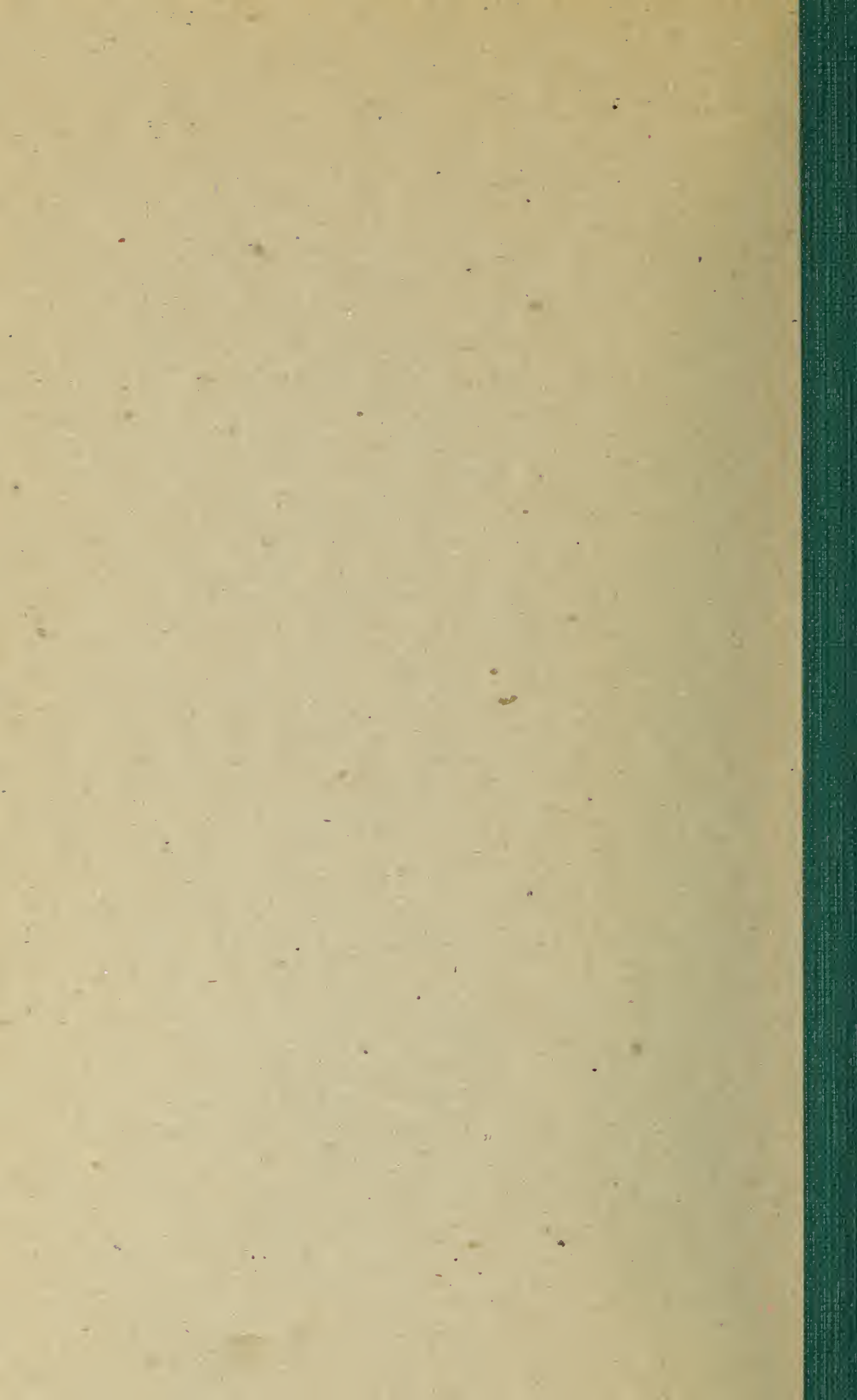
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# **Junior High School Curriculum Guide for Community Economics**

**PROVINCE OF ALBERTA**

Department of Education

September 1957

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# Acknowledgement

The Department of Education acknowledges with appreciation the contribution of the following committee members to the preparation of this interim edition of the Junior High School Curriculum Guide for Community Economics. This Guide has been prepared by the Subcommittee on Community Economics, under the guidance of the Junior High School Curriculum Committee.

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## INTRODUCTION

### The Community Economics Course

The present Community Economics Course is a new program replacing a previous course of the same name. This new program was partially introduced in 1956-57, and completely supplants the old course in 1957-58.

Community Economics is an elective in Grade VII or VIII, and in Grade IX. The course offers a choice from three projects for Grade VII or VIII; namely,

Our Farm  
Community Business  
Dollars and Sense

and from three projects in Grade IX; namely,

Our Provincial Government  
Our Car and Safety Education  
Community Planning

Community Economics, therefore, will be offered in not more than two years of the Junior High School Program of any student in Grade VII or Grade VIII, and in Grade IX.

In Grade IX, projects intended for Grades VII or VIII may be developed, provided that they have not been studied by the class previously.

Further, the teacher is at liberty to substitute, subject to the approval of the superintendent, any other project arising out of a study of the pupils and their needs in the home and the community in which they live, provided that the substitute project is in keeping with the spirit of the course.

Projects of the Community Economics course may be developed either quite extensively or less fully. A project which is developed extensively into four or five months' work will be considered a major project. One which is studied in lesser detail, and is completed in approximately two months will constitute a minor project. A year's work will consist of:

- (a) two major projects, or
- (b) one major and two minor projects.

With reference to Our Provincial Government, in order that current proceedings of our provincial government may be studied, and to give the course a live interest, it is suggested that this project be introduced to the class late in January or early in February to enable the students to survey the project before the legislature opens its session, usually in February. During the session, some part of each period should be devoted to the current happenings in the legislative chamber. Pictures and clippings from newspapers should be collected by the stu-

dents and arranged chronologically in a workbook. These clippings will introduce the students to many of the government ministers and officials and will give an insight into what work is done during the session, and how it is done.

## Objectives

The objectives of the course may be stated in the following terms:

1. The course aims to develop some aspects of personal and community living.
2. The course attempts to tie the activities of the classroom to those of the community by dealing with familiar situations and practical activities growing out of personal and community living, and also by supplementing classroom work in Social Studies, Mathematics, Science and Health and Personal Development.
3. The course aims to introduce some aspects of accounting relating to personal finance and farm and home activities.

## Approach

The projects in the Community Economics course deal with various aspects of community living. Some of them may have been dealt with briefly in Social Studies and Health and Personal Development, but are considered important enough to deserve the far more extensive treatment suggested here. To make the study of these projects real and worthwhile, the teacher will need to relate them as much as possible to the actual situations and conditions which prevail in the local environment. He will need to develop those relationships which will make the projects meaningful.

Activity should characterize the development of the projects, more so than in most other courses. The teacher should feel free to select from, and expand, the material according to the interests of the pupils. Community resources should be tapped by having resource persons come into the classroom, or, with the superintendent's permission, by undertaking field trips.

## Selecting the Class Program

The selection of subjects will depend upon the size and type of the school, the size of the classes, the nature of the community in which the school is situated, the special needs of the pupils, the other optional subjects offered in the school, and the ability of the teacher.

## Securing Information

To meet the difficulty of obtaining adequate information and materials, which teachers of Community Economics have experienced, the Department of Education has prepared bulletins containing outlines for suggested topics, useful data that cannot be readily obtained locally,



and guidance for teachers on classroom procedures and activities. These bulletins are not prescribed texts, the contents of which must be taught to the class. The outlines are to be regarded as outlines and guides from which departures are permissible whenever these are indicated by the direction of class interest and activity. Community life, the opportunity to stimulate interest in the affairs of the community, and the experiences and needs of the children should dictate the subject matter of the project and the nature of the classroom activities. In the **Suggestions to Teachers** is listed information pertaining to the teaching of particular projects. Further teacher and pupil references are also indicated in this section.

The pupil activities involved in securing information from various sources and in different ways constitute an important and necessary part of Community Economics. Children may gather data through such first-hand experiences as interviews or field trips; they may use the radio and individual aids, or they may write letters and read. Careful planning is essential on the part of the teacher and child to get the full value out of these experiences.

Arranging an interview will involve deciding beforehand what questions are to be asked so that the interview will be as brief as possible, arranging the time by letter or telephone to suit the person to be contacted, and taking care that he is not burdened with too many interviews.

The writing of letters for information requires the same careful supervision. The letter should state clearly and courteously what information is required. If the whole class write letters, one should be selected and sent. A committee can compose a letter and appoint one of its members to write it. Students should not be directed to request informational literature, the availability of which is uncertain.

### **Classroom Procedures**

It should hardly be necessary to point out to the teacher that attempts to "cover" the content by lecture lessons or other procedures of routine teaching will at once defeat the objective of the course and destroy its value. One may consider for example, the project entitled **Our Farm**. Few things would be more deadly for Grade VII students than a series of lessons of the "read and answer the questions" variety on the material in the project outline. However, if the principles, ideas and suggestions in the outline are considered in the light of actual local conditions and if, perhaps, a visit is made to a local farm, the project will assume meaning and interest for the pupils.

### **Field Trips and Resource Activities**

Field trips or resource activities cannot in themselves be considered projects. A field trip must grow out of a desire to expand and investigate further some topic or aspect of community living which has been touched upon in Community Economics, Social Studies, Science, or other

field of study. If such further expansions and investigations take place the number of periods required to complete the preparation, execution and evaluation of any field trip or resource activity should be considered part of the Community Economics program. Generally speaking, eighteen periods so spent would constitute a minor project.

Any departures made from normal instruction in order to utilize local people and other resources for the purpose of expanding knowledge in a definite field of study will be considered resource activities. They may include the following:

- (a) guest speakers
- (b) demonstrations and exhibits by interested persons
- (c) pupil or committee investigation, interview and final reporting
- (d) other interested activities

# SUGGESTIONS TO TEACHERS ON USE OF PROJECT OUTLINES

## OUR FARM

The Unit on **Our Farm** has been prepared with a two-fold aim in view. First it is intended to show some of the complexity of farming today, and the need for careful planning to ensure success. Secondly, it attempts, by touching on aspects of the farming operation, to acquaint the pupil with some of the many factors involved in farm planning.

The unit has been divided into four sections, namely:

- I. How land is Subdivided in Alberta
- II. Farmstead Planning and Beautification
- III. Farm Improvement
- IV. Farm Record Keeping

### Time Required

It is expected that the unit will take four to five months to complete, with the time distributed as follows:

- |              |                      |
|--------------|----------------------|
| Section I.   | - two - four weeks.  |
| Section II.  | - six - eight weeks. |
| Section III. | - two - three weeks. |
| Section IV.  | - four - five weeks. |

### Content

The content of the booklet, **Our Farm**, should not be regarded as prescriptive. Rather, the booklet should be regarded as a guide from which the teacher may depart when local conditions and the needs and interests of the pupil suggest such a departure.

Local conditions and local environment should be considered by the teacher in presenting this unit, and the various sections should be adapted to these conditions. For instance, in the section on "Farmstead Planning," there is a discussion of the factors involved in planning the fields of a farm. This discussion is related primarily to grain-growing and mixed farming areas. In sections of the province where ranching and vegetable growing are the prime agricultural occupations, the teacher must be prepared to approach the problem of "field planning" from another point of view, with a consideration of other factors.

### Activities

In each section it is intended that the activities should provide the practical value of the course. They have been planned so that the pupil can put the knowledge, ideas, and suggestions contained in each section into actual use, in situations which are comparatively real.

Here again, the activities are merely suggestive. Teachers are free to modify them, or to develop other activities which may be better suited to individual conditions.

There may be considerable variety in the development of activities. In classes which contain town pupils, these may be paired off with pupils who live in the country and who can provide first-hand information on farms and farm conditions.

In Section IV, **Record Keeping**, there has been an attempt to get away from having pupils mechanically making involved records of "package" information. Instead, it is intended that under the teacher's guidance the pupils will develop records which are within their comprehension, and which are based on some simple, single farming operation. The extent to which this section is developed by the teacher will be determined by the interest and ability of the class. Caution should be taken to avoid developing bookkeeping into too great detail, to a point which is beyond the pupils' understanding.

### Vocabulary

In the booklet, words which may present some difficulty have been underlined. It is suggested that these form the basis of a vocabulary list for each pupil for this unit.

### References

The booklet, **Our Farm**, is intended to serve as the pupils' source of information for this unit.

There are, however, other references which will be useful in developing some of the activities. Arrangements have been made for procuring these references, and supplying them to teachers of this course. It is intended that the references supplied should serve the class for this unit. Since these references have been procured by arrangements with other departments and agencies, to avoid indiscriminate demands on them, teachers are requested not to ask pupils to write individually for copies.

The references, with numbers of the sections for which they are useful following each, are:

- |   |       |
|---|-------|
| Farmstead Planning and Beautification ..... | (I)   |
| Alberta Horticultural Guide .....           | (II)  |
| Heating the Farm Home .....                 | (III) |

Teachers may obtain single copies of the above on request to the Curriculum Branch, Department of Education.



## COMMUNITY BUSINESS

### Objectives:

1. To help students understand local business and industries — their work, problems, service.
2. To help students learn how local businesses operate and serve the community.
3. To help students realize that businesses and industry affect our everyday lives. Buying is a science with which everyone must be familiar.

Teachers should feel free to choose activities and modify the outline to suit the needs and interests of the students. The aim of this unit is to help the students realize the position the businessman plays in the community and to make the students more intelligent consumers. It is also the hope that this unit will enable the students to know their community better and to play their parts in the community in a more intelligent and concrete way.

The unit should be of approximately three months' duration.

Wherever possible, field trips to study the community business may be attempted. Any phase of community business, industry, or service may be studied. Only community business— particularly the store—has been developed here. Similarly, other phases of the community may be surveyed in the following manner:

### Goods, Services:

#### Livestock business

Stockyards—number of animals marketed

Feed

Scales—inspection, use

Railroad facilities

#### **Markets**

#### Lumber Yard:

Timber resources—conservation, inspections

Mills—workers

Transportation

Goods—roofing cement, hardware

#### Real Estate:

Agent

Lawyer

Land Titles

Local Garage:

Mechanics  
Equipment  
Repairs and Service  
Agencies—Cars, and sidelines

Professional Services:

Local Doctors, Dentists, Lawyers, Clergymen  
Training  
Office hours  
Service

Much information for this unit can be obtained from the community itself and from the following books already authorized for use in schools in some of the other subjects. It is not necessary to purchase any additional copies.

Enjoying Modern Science Bk. 8.....Smith & Jones, Ch. 7.  
Building Our Life Together .....Arnold & Banks, Ch. 6.  
Social Living .....Landis & Landis, Ch. 25, 26, 27.  
Retail Merchandising ..... Walters et al.  
General Business ..... Crabbe & Slinker.  
Building Citizenship ..... Hughes, Ch. 20, 21, 22.

## "DOLLARS AND SENSE"

When we mention the word "economics", students may have varied ideas on the subject. Some students will be genuinely interested and will want to find out what the subject is all about. Others will think of it in terms of the dry statistics and baffling terminology of the business world.

Because the idea of "economics" sometimes seems to be dull and uninteresting, teachers should try to make the subject as practical and personal to the students as possible. This unit on "DOLLARS AND SENSE" has been written with that idea in mind. Students should be made to feel that the work in this unit is a part of the personal equipment necessary if they are to be successful in their participation in the competitive society which is our modern economic system. Students must realize that to become successful and responsible citizens, they must understand how modern business organizations work, and how they themselves may make use of the services provided by these organizations.

The wise teacher, therefore, will make use of as much practical material as can be obtained from organizations in the community. Banks, stores, credit concerns, etc. are often pleased to help by providing some of their business forms, such as receipts, cheques, ledger and account sheets, because they realize that the students are potential employees when they have finished school.

**NOTE:** Teachers should neither require nor encourage any student to disclose his personal financial affairs or those of his family. When the class is discussing personal accounts, fictitious data may be used.

### Time:

The unit should be of approximately three month's duration, unless it becomes a part of Student Government, when it will continue throughout the year.

### Overview of the Subject

The questions suggested in the overview will no doubt touch upon some of the interests of members of the class. Through discussion and further questioning, the teacher will be able to estimate the needs of the class in matters pertaining to their own problems in earning and spending money. Some students may already have a system of record keeping which may serve as a good example for the rest of the class to follow.

If there are class projects that require the raising and spending of money during the school year, it may seem advisable to start this unit early in the term and carry it throughout the year, dealing with each section as the needs of the students arise.

One of the best devices for motivation is a visit to the school by the local bank manager or some other business man to speak to the students about business methods and the necessity of systematic record keeping. Some of the banks welcome the opportunity to show classes through the bank and explain the functions of each of the departments.

The suggestion here is for the teacher to make as much use as possible of the facilities that the community offers in order to make the students aware that they are a part of the community, and that their success helps to determine the prosperity of the whole community.

The teacher need not feel that any of the suggested sections in this unit are prescriptive and must be taken. The choice of material used should be determined by the interests and the needs of the class.

### **Part 1. YOUR SPECIAL WANTS**

This is an individual exercise in which each of the students has the opportunity to estimate his own goals. Any of the school clubs, such as badminton, art, orchestra, year-book, etc., may very well use the suggestion in this part of the unit to get their club affairs off to a good start.

### **Part II. Where Do You Get Your Money?**

For those students who do not have some form of income, this part of the unit may stimulate them to find a part-time job or to arrange for payment for some of the extra jobs they do at home. They should not expect to be paid for the regular duties that their parents require them to perform, however. But there are jobs that can be found in almost any neighborhood such as keeping walks clear of snow in the winter, or cutting the grass in the summer, weeding the garden, etc. Most people would be glad to pay a boy for some of these jobs.

### **Part III Your Expense Account**

As the expense sheet shows, the students should keep trial expense records for a few weeks in order to consolidate their findings which will become part of their budget. There is opportunity here for discussion on the proper spending of money. Students should be made to realize that they can "shop" for picture shows just as well as they "shop" for any of the other items in the list; that shows and any other form of entertainment should be chosen with some care so that they may feel that they have received good value for their money. This idea of CONSUMER EDUCATION may be expanded as the teacher feels there is need and student interest.

Some of the films listed at the end of this outline will be very useful in this part of the unit.

### **Part IV Your Savings Plan**

There is opportunity here for student investigation and report, either individually or in groups. Have as many of the suggested forms as possible to display so that the students will become familiar with them. There are extra forms for practice at the back of the booklet.



A member of the bank staff or a real estate firm may welcome the opportunity to visit the school and give some valuable information on some of the topics listed. Make as much use as possible of the people in the community who are willing to give a little of their time and talent for the education of girls and boys. This is one way to bring the school and the community closer together.

Some sections in the mathematics texts have practice exercises on interest and banking, insurance and investment.

### **Part V. Keeping Accounts**

The ruled forms will be useful in making the students familiar with the business accounts. Use as many situations as may be found within the experience of the class. Record forms may be obtained from any of the local banks.

Here again there are several good films to illustrate the forms and methods of accounting.

### **Part VI. Club Records**

The practice material used in this section will vary from class to class depending on the types of student organizations in the school. Where there is a Junior Red Cross or some other such organization, the class may well profit from some instruction and practice in keeping good club records.

### **Part VII. Bank Deposits, Cheques, Receipts**

There are a number of extra cheque and receipt forms in the booklet, but if more practice is desirable, these forms may be obtained from a bank. Students should use these forms until they are quite competent. They should be reminded that when they leave school, these forms will be a very important part of their personal business.

Some of the banks publish little booklets on "Banking Forms and Their Uses". Several topics in these will help the students to sign cheques, write receipts, open accounts, etc. in the correct manner.

### **Part VIII. How to Buy**

This part of the unit is intended to give the students some topics to investigate in the matter of good buying. There may be other topics that will provide good discussion in the class. Here again there may be opportunity for the teacher to obtain the help of some person who has had much experience in buying. Part VIII should take at least four weeks' time.

# FILMS Available from the AUDIO-VISUAL AIDS BRANCH

## FILMS

Part	I	Story of Money .....	T-653
Part	II		
		Finding the Right Job .....	T-664
		Finding Your Life Work.....	T-265
		How to Keep a Job .....	T-684
		Your Family Budget .....	T-708
Part	IV		
Part	V	Accounting and Bookkeeping..	T-402
		Bookkeeping and Accounting ...	T-645
		Bookkeeping and You .....	T-458
Part	VI	Duties of a Secretary .....	T-696
Part	VII	The Peoples' Bank .....	T-264r
		Property Taxation .....	T-214
Part	VIII	Wise Buying .....	T-776

## FILMSTRIPS

Your New Job .....	P-1749
Managing the Family Income .....	P-1027
Saving and Investment	P-1371
Saving With a Purpose .....	P-1617
How to Balance Accounts .....	P- 953
What is Accounting ...	P-1249
Financial Statements ..	P-1250
The Bank in Your Community .....	P-1849
Money, Prices and Interest .....	P-1372

## OUR PROVINCIAL GOVERNMENT

Criticizing the government is the chief year-round sport of Canadians in every part of Canada. The government is taken to task by one group when it does this, and by another group when it doesn't do that. If there is unemployment, we blame the government; if there is a drought, we blame the government; If the roads are muddy after a heavy rain, we blame the government. Many of our complaints are trivial and groundless; but often they are well founded: for governments, like individuals and private businesses, can and do make mistakes. When such mistakes are made it is the duty of the citizen to express his disapproval.

There is no activity of government that arouses more complaint and grumbling than the collecting of taxes. The citizen who pays taxes with a cheerful smile is indeed most rare. Perhaps if we knew more about what the government does with the money, what we receive in direct benefits, we would grumble less and co-operate more cheerfully. The problems which follow are intended to enlighten the student more fully upon the activities of our Provincial Government in order that they may be able to follow public affairs with a more intelligent and discriminating interest.

In the Community Economics bulletin, **Our Provincial Government**, pupil and teacher will find a great deal of up-to-date and useful information. This booklet does not prescribe the scope of this project; neither is the pupil expected to learn its contents from cover to cover.

This project might conveniently be divided into six units:

1. How the community elects its representative for the Legislative Assembly.
  2. How the Legislative Assembly is organized.
  3. How the Legislative Assembly operates.
  4. How laws are administered.
  5. How the government pays for the services it renders to the people of the province.
  6. What should be the attitude of citizens towards the activities of the government.
- 
- I. **How the community elects its representatives for the Legislative Assembly.**
    - (a) Representative government and the methods of electing the community representative to the Legislative Assembly.
    - (b) Nomination of candidates.
    - (c) Election campaign.
    - (d) Election day.
    - (e) The voters.
    - (f) The secret ballot.

## Activities

1. Organize a classroom nomination of candidates for offices in a school organization, as closely as possible to the method of nomination of candidates for provincial elections. Students fill in a replica of the nomination paper. Election speeches by candidates. The class, as members of a democratic society, tell the candidates what they want. Classroom activities. Pupils fill in replica of the ballot paper. Count the ballots.
2. Discuss:
  - (a) What is the government?
  - (b) What part is played in the government by the people?
  - (c) Why I intend to use my vote when I am 19 years old.
  - (d) Today under 70% of those entitled to vote, do so. Thirty per cent or more of our voters are shirking their responsibilities as citizens.
  - (e) Why have a secret ballot?
  - (f) Discuss the meaning and the advantages and disadvantages of representative government.

## II. How the Legislative Assembly is Organized.

- (a) A brief survey of the events of 1905; the Alberta Act.
- (b) The rapid growth of Alberta.
- (c) The legislative and executive bodies, their composition and duties.
- (d) The functions of the Lieutenant-Governor and the Premier.
- (e) How the Cabinet is formed and how it functions.
- (f) The capital, the parliament buildings and the legislative chamber.

## Activities

1. Organize the class into a modified arrangement of the Legislative Assembly in session for open forum discussions and debates.
2. Discuss the necessity of the office of Lieutenant-Governor.
3. Have committee reports on the qualifications, terms of office, salaries, etc. of the Lieutenant-Governor, Cabinet Ministers, and M.L.A.'s.
4. Draw a map of the constituency in which you live. Find out all you can about your present representative and his predecessors in this office.

## III. How the Legislative Assembly Operates:

The classroom work on this part of the project should coincide with the yearly session of the Legislative Assembly, which usually occurs during February and March. The class will follow events in the capital through newspaper reports.



- (a) The opening of the House in February.
- (b) The speech from the throne.
- (c) Parliamentary procedures and the function of the Speaker.
- (d) The debate on the speech from the throne.
- (e) The budget speech.
- (f) The reports of the Ministers of Departments.
- (g) Making laws.

### **Activities**

1. Collect, and paste in a workbook, pictures of the opening of the House, the legislative chamber, government officials, etc.
2. Elect a student to read in class the speech from the throne, and discuss contents.
3. Cut out the report of the budget speech from the newspaper. Study it carefully. Draw circle graphs showing expenditures and the main sources of revenue.
4. Using materials from newspapers discuss the merits and demerits of the budget.
5. Organize committees to report on important new bills before the Legislative Assembly.

## **IV. How Laws are Administered**

Have committee reports on the activities of each of the Departments. Discussion arising out of these reports will reveal any particular community interests in any of these activities and this will in turn determine the nature and scope of the classroom activities. Below are topics for discussions, talks, or class investigation relative to each department.

### **Department of Agriculture**

1. How does the government assist the farmer to produce a crop and use his land to the best advantage?
2. Who are the District Agriculturist and the Home Economist in your area? Outline the work they are doing.
3. What services can the farmer obtain from the Provincial Veterinarian?
4. Write an account of problems involved in bee-keeping. What assistance can one receive from the Provincial Apiarist?
5. Report about the Agriculturist and Home Economics courses given at the Provincial Schools of Agriculture. Study the latest calendar for the school and report on admission requirements, life and work in the school.
6. Describe, using a plan, how the water reaches an irrigated farm. Who owns and operates the irrigation projects in your area?
7. What is meant by soil conservation? Suggest ways in which soil may be conserved.
8. What are the chief advantages of country life? Of farming as an occupation?

9. Write an imaginary conversation between a city boy and his country cousin. The city boy is visiting his cousin in the country and is trying to help with the evening chores.
10. In what sense does the farmer seem more independent than his city neighbor? In what ways is the farmer less free than his city neighbors?
11. The proportion of farm population has declined steadily for several years. Explain, using figures and graphs.

### Department of the Attorney General

1. Outline briefly the powers and duties of the Attorney General.
2. What does the government do to protect property and to regulate relations between individual citizens? What part does this department play in the administration of justice in Alberta?
3. Describe briefly the system in operation in our land titles offices in Alberta.
4. Define crime, law and delinquency.
5. What is punishment? What is its value in the control of crime?
6. What is meant by the treatment of criminals, as distinguished from their punishment?
7. What is the juvenile court? How does it operate?
8. What can the home do to reduce crime? What can the school do?
9. List a number of ways in which the law protects your personal rights.
10. List difficulties that stand in the way of effective police work?
11. List the factors in your community which are conducive to juvenile delinquency. What reforms would you suggest?
12. Make a list of reasons why "crime doesn't pay."
13. What is the function of probation and parole in the treatment of offenders?

### Department of Economic Affairs

1. What attractions has Alberta to offer the tourist? Make a collection of tourist advertisements for Alberta. Look up in a Canada Year Book the amount of money spent yearly in Canada and Alberta by tourists. Represent these amounts by a graph. Is the tourist trade important to the province?
2. In what ways does the government encourage and promote cultural activities in local communities?
3. Discuss: "The leisure-time activities of a person tell us much about what he is."
4. Get all the information you can, so as to be able to describe the beauties of Banff and Jasper National Parks. What parks are established by the provincial government? What is the purpose of setting aside these parks?

## Department of Education

1. How does the government assist education in Alberta?
2. How does the Department of Education help organize the school work? Discuss the necessity of a program of studies and school regulations.
3. If a child is unable to attend a school how does the government provide for his home study?
4. Look up in the Canada Year Book or the Department of Education's Annual Reports the amount of the provincial grant to schools for a period of years. What is the trend? Draw a line graph of these figures.
5. If your school is included in a School Division or County, find out all you can about the large unit, its size, number of schools in it, the name of the school superintendent, etc. What are the advantages of the School Division? County?
6. Find out what it costs to maintain your school. How many pupils are in attendance? What is the cost per pupil? Should all the members of the community help to pay for the upkeep of the public schools? Why? Who gives you your education? What should you give in return?
7. Should your parents be allowed to decide whether you should go to school or not? At what age are pupils allowed to stop attendance at school? What is the object of the government in raising the age at which children are allowed to leave school? What do the pupils gain by this longer period in school?
8. What is the main purpose of establishing and supporting public schools? Of what benefit is your school course to you? What do your parents expect you to get from your school course?
9. What subjects do you now study that were not taught in school when your father was a boy? Why have these subjects been added to your course?
10. Write a paragraph on "Life in a one-room country school."
11. What does your school do in the way of encouraging sports and games among pupils?
12. Write an essay on "The Importance of Sports and Games in School Life."
13. Show the importance of education in each of the following situations:
  - a. Making democratic governments successful.
  - b. Earning a living.
  - c. Enjoying life.
  - d. Associating with others.
  - e. Practising good citizenship.
14. By whom is your local school system managed?

Officers	How Chosen	Term	Duties
School Board			
Superintendent			
Principals			
Teachers			

15. What comparatively new features of school programs make schools cost more than formerly?

### Department of Public Health

- How does the government help to maintain better health conditions in the province?
- What are Vital Statistics? Why are they called the bookkeeping of public health? Using the Canada Year Book, find the number of births, marriages and deaths in Alberta for the past 5 years, and compare these figures.
- Where is your Municipal Hospital? Write a description of it, giving its location, capacity, number of doctors, nurses, etc. What are the advantages of a municipal hospital? What is an "Approved" hospital? How can non-taxpayers benefit by the municipal hospital?
- What are the commonest communicable diseases in Alberta? How are they controlled? What steps has the government taken to help those suffering from tuberculosis, cancer, diabetes, poliomyelitis?  
Describe the work of a District Nurse.
- Write an essay on "What our Community does to Promote Good Health", and on "What I Can Do to Promote the Health of our Community."

### Department of Highways

- On a road map of Alberta draw the main highways. Why are these roads so important? How much is spent for highways each year? Draw a graph of the amount spent for highways in the last few years.
- Find the cost per mile of building highways. How much for grading, elevating, gravelling, hard surfacing?
- What is the function of the Highway Traffic Board?
- What is the government doing to reduce highway accidents in the province? What are some of the causes of highway accidents?



## Department of Industries and Labor

1. Write a report on the nature and purpose of the provincial industrial legislation.
2. Write an outline showing how the relations and activities of employer and employee differ from those of master and apprentice in the guild.
3. What is collective bargaining? Outline and demonstrate various forms it may take, such as negotiation, conciliation, mediation and arbitration.
4. Collect and mount clippings from newspapers, illustrating industrial conflict; summarize the methods employed and the principles which seem at stake.
5. Debate the question: "The control of industry should rest entirely with the owner of material, buildings and machines and should not be shared with the laborer who is hired for a wage."
6. List conditions which give rise to (a) industrial accident insurance, (b) unemployment insurance. Give arguments for or against these practices.
7. List the effects of unemployment upon individuals and the community at large. Examples are poor health, crime, laziness and radicalism. Write a brief explanation of each.
8. Report to the class on a magazine or newspaper article dealing with a labor question.

## Department of Lands and Forests

1. How does the government help to conserve our natural resources? Why is the conservation of our forests important? How can you help in the conservation of our timber supply?
2. Discuss the advantage of the agricultural lease regulations, comparing them with the former homestead regulations.
3. Draw a sketch map of Alberta showing the major forest reserves. Describe the work of the Forest Ranger.
4. How does the government protect the fish and game in Alberta? Report on the game regulations and show how these help in the conservation of wild life. What are the duties of a game warden? Fish Inspector?
5. What is the work of the Technical Division?
6. Conservation of the forest has a direct effect on the water supply. Explain.

## Department of Mines and Minerals

1. What are the mineral rights of the province? Who owns them? How are they disposed of?
2. "You never miss the water until the well goes dry". Discuss this old saying, "Coal, petroleum and natural gas are natural resources which cannot be replaced".

## Department of Municipal Affairs

1. Find out all you can about your local government. Is it urban or rural? What are the names of the officials? When and where do they meet? In what ways does the Department of Municipal Affairs assist local government?
2. What is the government doing to standardize assessments in Alberta? Why is this so important? (Consider overlapping boundaries of school divisions and municipalities). How will the county system help in this matter?
3. Outline the history of assessments in Alberta to the present day and explain how the "ability to pay taxes" has been fairly and equitably established.

## Department of the Provincial Secretary

1. Draw a picture of the seal of Alberta. Who is the keeper of the seal? What is the purpose of the seal?
2. What is the amusement tax? Find out whether you pay tax and how much if you attend a show.
3. Consult your local theater manager and ask him about the best and poorest movies from the standpoint of box-office appeal. Write your report and discuss the significance of this box-office appeal.
4. How can the government determine with reasonable accuracy how much revenue it is going to receive from the gasoline tax? Auto licenses? Sale of liquor, etc? Use a broken-line graph to show the trend of revenue from any particular tax over a period of years. What are some influences which may upset the projected estimate?
5. Find out how a budget is constructed. Prepare a budget for a school club.

## Department of Public Welfare

1. How does the government help the aged and needy?
2. Find out all you can about Mothers' Allowances.
3. "The curse of the poor is their poverty." Discuss (See *Social Living* by Landis and Landis, page 393.)
4. "People who are poorly adjusted to social reality readily strive to escape responsibilities." List things that students do to escape responsibilities.

## Department of Public Works

1. Make a list of the public buildings in your community. State briefly what each building is used for. Why are they called "public"?

## Department of Telephones

1. What is the government doing to improve communications in the province?
2. Draw a graph to show the growth and expansion of the telephone system.

## Department of the Provincial Treasurer

1. Describe the main function of the Treasury Department.
2. Examine the yearly budget and note how it is drawn up to show estimated expenditure and revenue.
3. What is the work of the Queen's Printer? Why is he so named?

## V. How the Government Pays for the Services It Renders to the People of This Province.

The main business of the government is to offer through its different departments the services discussed in the sections above. These services cost the government large sums each year, and for this "current expenditure" the money must be found. Each year the Provincial Treasurer estimates the "current income" required to meet current expenditure during the next fiscal year. His "estimates" of income and expenditure make up the "budget" which he lays before the Legislature at its next session. The Legislature passes Acts authorizing any new taxes or fees that may be necessary to secure the required income, and also an appropriation act, which authorizes the proposed expenditure. The items of expenditure are grouped under headings, and the headings are classified and numbered according to the Department concerned. Every Department must keep within its appropriation.

### Activities:

1. What are taxes?
2. Is there anything provided by government in your community that you would willingly do without?
3. Is there any similarity between taxes and insurance premiums?  
(Spreading the cost compared to spreading the risk.)
4. How much does the government spend each year?
5. How much does each department spend each year? Is the amount spent on these services increasing or decreasing?
6. From what source does the Government secure its revenue? How much does it obtain from each source? Is the amount increasing or decreasing?
7. How much money does the Provincial Government receive from the Dominion Government each year? Why does the Dominion Government help to pay part of the cost of running the business of the Province?

8. With revenue coming from so many sources, and being expended for so many different services, how does the Government keep its accounts straight?
9. Have a committee prepare bar or circle graphs to show the relative amounts expended for various services. Prepare broken-line graphs to show the amounts expended for certain services over a period of years. Is the curve rising or falling? Account for any peaks or depressions in the curve. For the future, should the curve be permitted to rise or should spending for this service be curtailed?
10. Determine the per capita expenditure for the various services. How does the per capita expenditure for Alberta compare with the expenditure in other provinces?
11. Show by means of circle graphs the percentage of the Provincial revenue expended from each service ("the expenditure dollar"). In the same way show the percentage of the revenue received from each important source ("the revenue dollar").
12. Does taxation raise or lower the standard of living of an individual or community? Discuss.

## **VI. What Should be the Attitude of the Citizen toward the Activities of the Government?**

1. Should the citizen assume a critical attitude with regard to the manner in which the government conducts public affairs?
2. Should there be a law to compel all citizens to vote? List arguments for and against.
3. How can a citizen become reliably informed on any issues of public concern?
4. What caution must the citizens exercise with respect to the press, radio and public speakers, as sources of information?
5. Over a period of two or three weeks cut from the daily papers all articles referring to the government. Balance the items commending the government against the items condemning the government. Is there any evidence of prejudice in the opinions expressed? Study the radio and public speeches similarly, especially if there is a political campaign in progress.
6. Collect political cartoons and determine the extent to which they are intended to influence public opinion.

## **"OUR CAR AND SAFETY EDUCATION"**

### **NATURE OF THE TOPIC**

#### **(A) Organization**

The topic is divided into six units of study, as follows:

**UNIT I. THE CAR.** This is a general unit and it stresses financing. (Suggested time limit 3 to 4 weeks).

1. Our Car and the Community.
2. Choosing A Car.
3. Selecting a Used Car.
4. The Cost of Running a Car.
5. Buying a License.
6. Financing the Purchase of a Car.
7. Automobile Insurance.
8. Buying Gas, Oil, Tires, and Repairs.
9. Keeping Records.
10. Planning a Trip: Travel.

**UNIT II. THE HUMAN ELEMENT—The Driver.**

This is a safety unit stressing individual differences, physical and mental. (Suggested time limit 2 to 3 weeks).

1. The Eyes of the Driver.
2. Physical Fitness.
3. Stopping Distances and the Driver.
4. The Mental Make-up of the Driver.

**UNIT III. CARS, PEDESTRIANS AND ACCIDENTS,** stressing community living and social relationships. (Suggested time limit 2 to 3 weeks).

1. Facing the Financial Facts.
2. Causes of Accidents.
3. Accident Problems and their Effect.
4. Reasons for Pedestrian Inefficiency.
5. Child Pedestrians.
6. Youth's Relation to Accidents.
7. Parent Co-operation.
8. The Community as a Whole.

**UNIT IV. OUR CAR—Learning What Makes it Tick.**

A unit on science and invention. (Suggested time limit 3 to 4 weeks).

1. Development of the Motor Car.
2. Half a Century of Highway Development.
3. Mechanism and Care of the Car.
  - a. Art of safe driving.
  - b. Principal mechanical parts of the car.
  - c. Principal safety features of the car.
  - d. Other safety features.
  - e. Giving your car a square deal.
  - f. Checking yourself and car before starting.



## **UNIT V. GROWING UP—Human Interest Study.**

This unit stresses health and personality as related to safety.

1. Relation of Personality to Safety.
2. Psychology of the Car Driver and Pedestrian.
3. Physical Defects.
4. Mental Disorders.
5. Reaction Time.

## **UNIT VI. RULES OF THE ROAD.**

A unit on laws and rules. (Suggested time limit 2 to 3 weeks).

1. Development of Rules of the Road.
2. Man-made Laws and Natural Laws.
  - a. Natural laws.
  - b. Traffic signs.
  - c. Pavement markings.
  - d. Traffic signals.
  - e. Vehicles and Highway Traffic Act.
  - f. Motor Vehicles Accident Indemnity Act.

### **(B) Time**

The six units of study may take from fourteen to twenty weeks to complete. The six units, as such, are not prescriptive. Because there is a small overlapping in some of the units, most teachers will probably find it desirable to make a judicious selection from the material of the six units based on the interests and needs of the class. A number of problems and activities have been included, to which others may be added by the teacher, in order that the learnings may be made part of the child's experience.

The teacher may find it desirable to telescope parts of different units. By doing this, the parts of the course that go well together for that class may be taken, and other parts may be left out or regrouped, so that the needs of that particular class may be met.

### **(C) Objectives**

The car plays an important part in community living as a useful and practical means of transportation and as a source of pleasure. Car ownership also carries with it responsibilities. Their evasion can cause suffering and misery to members of the community. It is the prominent and lively role that the car plays in the life of the individual, the family and the community that makes it an essential and interesting topic for a project in Community Living.

### **OBJECTIVES OF THIS STUDY ARE:**

To help boys and girls:

1. Understand the place of the car in our present-day economy.
2. Understand the effects of certain physical, mental and emotional traits on driver efficiency.

3. Understand the principles fundamental to safety and efficiency in traffic.
4. Acquire a sense of responsibility for developing safe driving practices.
5. Prepare for future car ownership.

## RELATIONSHIP TO THE REGULAR GRADE IX PROGRAM

This topic may be looked upon as an expansion of some of the material of the regular Grade IX subjects, or as supplementary to it. The relationships would appear to be as follows:

Grade IX Course	Relationship of Our Car and Safety Education
Social Studies	Expansion of Unit 4, "How industry is affecting home and Community Living." Might be supplementary to Unit 6: "How our homes and communities provide for man's cultural needs."
Language	Gives opportunity for expansion of material in chapters 5, 7, 8 and 9, of <b>Words and Ideas</b> , Book 3, words, paragraphs, outlines, summaries, essays, explaining and describing, etc.
Literature	Presents opportunity for creative writing in helping the child to understand. Helps to develop reading competence through excursions, pictures, films, travel, etc.
Science	Related to Grade IX, Unit 5, "Machines and their social implications," and, perhaps to a lesser degree, to Grade IX, Unit 4, "Conservation," and Grade IX, Unit 6, "Electricity."
Health and P.D.	Expansion of Unit VIII, "Safety on the Road." Might be considered a culmination to an attempt to develop a Safety Attitude through the Elementary and Junior High grades.
Mathematics	Many mathematics type problems are given and others can be produced using contents of the units.
Drama	Do not overlook the use of dramatic situations that may be exploited, such as: 1. Demonstration of street and highway conditions using small plastic toy cars on a plywood base marked off in streets, etc.; 2. Role-playing by the students, of traffic situations: School Safety Patrol, the traffic policeman, courtesy situations, etc.; 3. Bicycle Safety Rodeo: (a) hand signals, (b) riding a straight line ( 50' long 10" wide), (c) emergency stops (applying brakes 5' from bench without knocking it over), (d) change of balance (riding a large figure 8, each circle of which is 15' in inner diameter, with the riding line 15" wide), (e) study on the use of each part of the bicycle.

## Art

Drawing safety posters. Printing safety slogans, such as: (1) Save a minute - lose a life; (2) Observe traffic laws; (3) Jay-walking is a short-cut to the hospital; (4) Accidents are caused - they don't happen; (5) Today's inspection is tomorrow's protection; (6) Speed should go down with the sun; (7) The best safety device is your Head - use it! (8) Don't pass on a hill; (9) Don't race trains to the crossing. If it's a tie, you lose; (10) Better than a dead stop at a railway crossing - is remaining alive; (11) Drive with sense and save dollars; (12) Experts drive carefully - fools take chances.

## EQUIPMENT AND METHOD

No special equipment is needed other than what is already at the school—text and reference books, and possibly the bicycles on which the children ride to school.

A variety of methods will probably be most conducive to maintaining the interest of the pupils. Some suggestions are:

1. Pupil investigation and oral report or essay.
2. Committee work and reports.
3. Notes and Notebooks ( and/or Scrapbooks).
4. The Teacher—formal lessons.
5. Experience: (a) situations with toy cars; (b) evaluation of motor accidents mentioned in the papers; (c) observation; (d) bicycle rodeo; (e) dramatizations; (f) art posters, etc.

## EVALUATION

If the impact of this topic—Our Car and Safety Education—produces in the child respect for, appreciation of, and co-operation in safety practices, the time spent will have been worthwhile. One can measure his knowledge with tests of various kinds. His attitudes, however, are not so easy to assess. It is an accepted opinion that attitudes developed over a period of years are the most important factor in the accident records of teen-age operators. In one state of the U.S.A. (Connecticut) there is evidence that a safety education program over a ten-year period (1930-40), in the elementary schools, saved 26,000 child lives.

Upon the attitudes further developed in the child during the study of this topic, then, may depend his life, or yours.

## TEACHER REFERENCES

**Sportsmanlike Driving:** American Automobile Association, Washington, D.C. (3rd Revised Edition 1955). Excellent for the whole topic.

### **Teachers Manual for Sportsmanlike Driving**

Adaptable for any type of driver education course. Lists teaching objectives, scheduling, equipment, problems and activities, and tests. A.M.A., 1948.

- Project Workbook.** In Driver Education (or use with **Sportsmanlike Driving**): Helen K. Knandel. American Automobile Association, 1950.
- Science in Everyday Life:** Obourm, Heiss and Montgomery, D. Van Nostrand Company (Canada) Ltd., 22 Bloor Street, Toronto. Good for study of engine, vision, stopping distances, etc.
- Vehicles and Highway Traffic Act:** Department of Highways, Edmonton.
- Motor Vehicle Accident Indemnity Act:** Queen's Printer, Edmonton.
- Traffic Safety Booklets:** From various Insurance Companies.
- Information on Alberta Annual Car Road-test:** Including score sheets, judging, field layout, etc.: Department of Highways, Office of Safety Education, Edmonton.
- Pamphlets and Periodicals, e.g. School Safety Patrol—its organization and supervision. Standards of Training Programs for School Bus Drivers. Traffic Safety Education. The Teen-age Driver. Monthly Safety Education Bulletin.** All from:  
 Alberta Safety Council  
 2 - 10526 Jasper Avenue  
 EDMONTON, Alberta
- Pamphlets, Books and Literature:** On Safety and Driver Education, from:  
 Alberta Motor Association  
 9905 - 101A Avenue  
 EDMONTON, Alberta
- Alberta Drivers' Manual:** Motor Vehicle Branch, Department of Highways.
- Facts and Figures—Alberta.** A publication of the Department of Industries and Labor, obtainable from the School Book Branch—price \$2.50.
- The Motor Vehicle, 1955.** Dominion Bureau of Statistics, Ottawa, price 25 cents.

## FILMS

### Department of Extension, University of Alberta

- A 2284 Reckless Driving (Woody Wpkr)—1 r 9 min. b. & w. \$1.00
- A 3382 Alcohol is Dynamite—10 min. b. & w. \$1.00.
- A 3621 Respect for Property—10 min. b. & w. \$1.00
- A 3328-9 Stagecoach to the Stars  
 100 years of Canadian Postal Service from days of stage-coach, covered wagon, to today. 16 min. b. & w. \$1.00
- A 3378 Motorman  
 Humorous incidents in the day of a street-car motorman conductor—6 min. b. & w. \$ .50.

### Audio-Visual Aids Branch, Department of Education

Gas Engine Q 111 Jr. High 15 Min.  
Story of Oil T263 Jr. High 14 Min.  
Refining Crude Oil Q138 Sr. High 15 Min.  
Safety Patrol T392 Jr. High & u.e. 9 Min.  
Safety to and from School T625 u.e. 15 Min.  
Your Permit to Drive T770 Jr. High & S.H. 10 Min.  
Mass Production Q177 Jr. High 8 Min.  
Oil, The Invisible Traveller TK922 Jr. High 22 Min.

There are about 50 films on highway and industrial safety, accident and fire prevention, sponsored by Alberta Safety Council, General Motors, Canadian Red Cross Society, AMA, N.F.B. and U. of A., which may be obtained for instructional purposes free of charge. Applications for lists for the use of the films should be addressed to:

Division of Visual Instruction  
Department of Extension  
University of Alberta  
EDMONTON, Alberta

Also this department's list of industrial films will be found valuable, especially the sections on Highway and Traffic Safety, Safety and Accident prevention, and First Aid Films.

NOTE: Special showings of First Aid and Industrial Safety films are given by St. John Ambulance Brigade. Application should be made to the Provincial Secretary, Mr. E. C. Emmott, 9834 - 108 Street, Edmonton, Alberta.

### FILM STRIPS

#### Audio-Visual Aids Branch, Department of Education

Optometry P 695 Jr. High 25 Frames  
Traffic Safety P 1485 Jr. High 53 Frames  
Film Aid to First Aid Series:  
Bandaging (rolls 1 & 2) P 101 Jr. High  
Artificial Respiration and its Uses P 114 Jr. High  
Artificial Respiration.

Control of Bleeding P 155 Jr. High  
Fractures P 116 Jr. High  
Transportation of the  
Injured P 117 Jr. High  
Wounds P 118 Jr. High



## COMMUNITY PLANNING

The rapid development within our province is reflected in the growth of our communities, our towns and cities. Such growth presents problems at the present time, and if it continues haphazardly will create problems in the future.

The unit on **Community Planning** has been prepared for the purpose of acquainting pupils with some of the physical problems faced by their communities today, and of developing an awareness for the need of at least some planning in all types of communities.

### Content

The unit has been divided into three sections, namely:

- I. The Rural Community
- II. The Town
- III. The City

It is suggested that Sections I and II might form the basis of study in town and rural school; in which case Section III might be considered more briefly. The reverse would be the case in city schools.

The content of the booklet, **Community Planning**, should not be regarded as all-inclusive. Rather, it should be considered as a guide from which teachers may depart when local conditions and the needs and interests of the pupils suggest such a departure.

Neither should the unit be considered as a basis for a course in community planning. Detailed planning is properly the work of experienced people. The unit should be regarded as a means of stimulating awareness of local community planning problems, of developing a positive attitude towards these problems, and of suggesting some of the steps which may be taken towards a solution.

### Time Required

It is expected that the unit may take up to five or six months to complete, with the time distributed as follows:

- |             |              |
|-------------|--------------|
| Section I   | 4 - 6 weeks  |
| Section II  | 6 - 8 weeks  |
| Section III | 8 - 10 weeks |

### Activities

Throughout this unit, various activities have been suggested, some of which may require the pupils to go out into the community. Properly organized and prepared for, activities such as field trips, interviews, visits by town officials, can be most valuable, for then the pupils will be involved in real situations.

## References

The booklet, **Community Planning**, is intended to serve as the pupils' source of information for this unit.

Teachers may find some of the following books useful for further reference:

Alberta Facts and Figures — School-Book Branch, \$2.50.

Canada Year Book — Queen's Printer, Ottawa, 75c.

Annual Report of the Department of Municipal Affairs.

Community Resources — (Ivey, Buland, Demereth, John C. Winston Co., Chicago, 1950)

The Town Planning Act, (Office Consolidation) of the Province of Alberta — Dept. of Municipal Affairs.

\*What Does a Town Planner Do?, Stanley H. Pickett.

Reprint from Community Planning Review (V, No. 2).

Reprints from Community Planning Review.

## Films

Audio-Visual Aids Branch

Department of Education

Planned Town

Growth of Cities

Department of Extension, University of Alberta

This is Tomorrow

Town and Country Planning

Planning Canada's Capital

\* Available from

Community Planning Association of Canada  
77 McLaren Street, Ottawa, Canada.





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HB 74.9 C2 A3118 1957  
Alberta. Dept. of Education.  
Junior high school curriculum  
guide for community economics.  
39835495 CURR HIST

CURRICULUM GUIDE

## For Reference

NOT TO BE TAKEN FROM THIS ROOM

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